



Juvenile Justice Policy and Oversight Committee

April 15th, 2021

2pm-3:30pm

Zoom Meeting

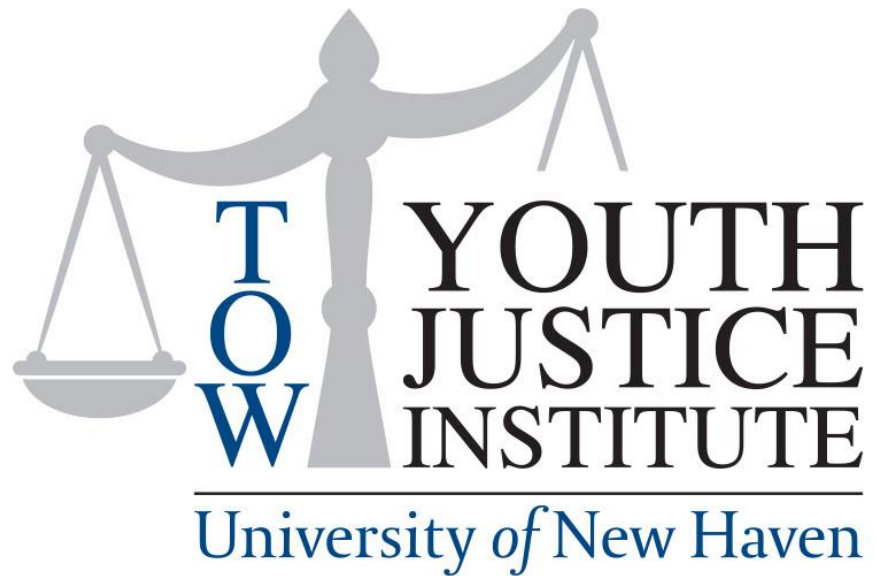
Opening Remarks

- Meeting facilitation
 - Meeting is being recorded
 - Remain “muted” on Zoom, unless speaking
 - Refrain from interrupting with comments or questions until each presenter is finished speaking
 - Questions and Comments will be limited to JJPOC members
 - Use the “Chat” and “Hand Raising” feature so TYJI can help monitor and facilitate the meeting

Meeting Overview



- Update on OJJDP
- Presentation of 2021 Work Plans
- Presentation on School Suspension and Expulsion Disciplinary Strategies



Update on OJJDP

Tow Youth Justice Institute

2019 OJJDP Formula Grants Program

Title II, Part B

- **2019 Cooperative Agreement, *Addressing Racial and Ethnic Disparities through Local and Statewide Strategies***
- Develop a roadmap for the JJPOC's RED Workgroup to address and implement strategies that reduce racial and ethnic disparities that still exist in many decision points in the juvenile justice system.
 - CCLP has received a sub-contract dated April 1, 2021 and its work is underway.
- Utilize Restorative Practices (RP) to improve the school climate and resolve conflict in BPS
 - The contract with RYASAP will be finalized soon and their work begins in the fourth quarter of the first year.

2018 OJJDP Formula Grants Program

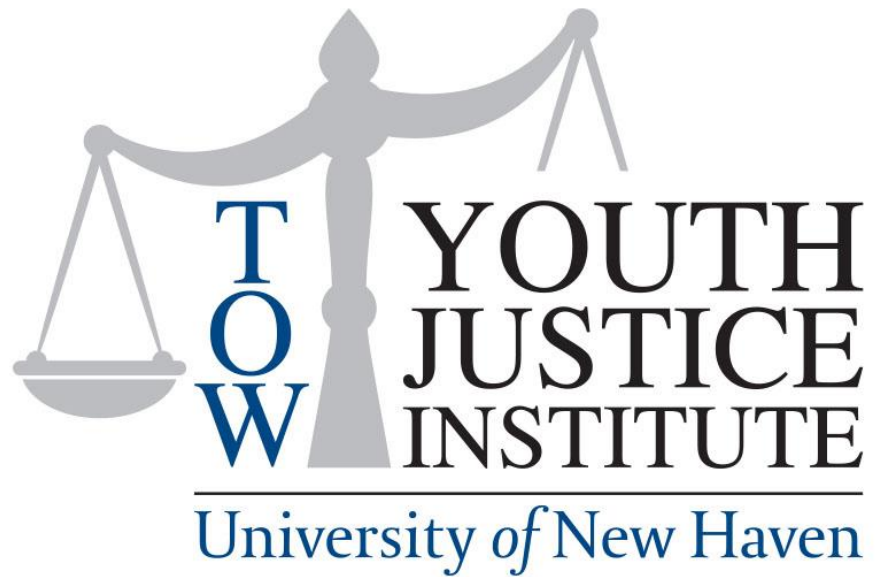
Title II, Part B



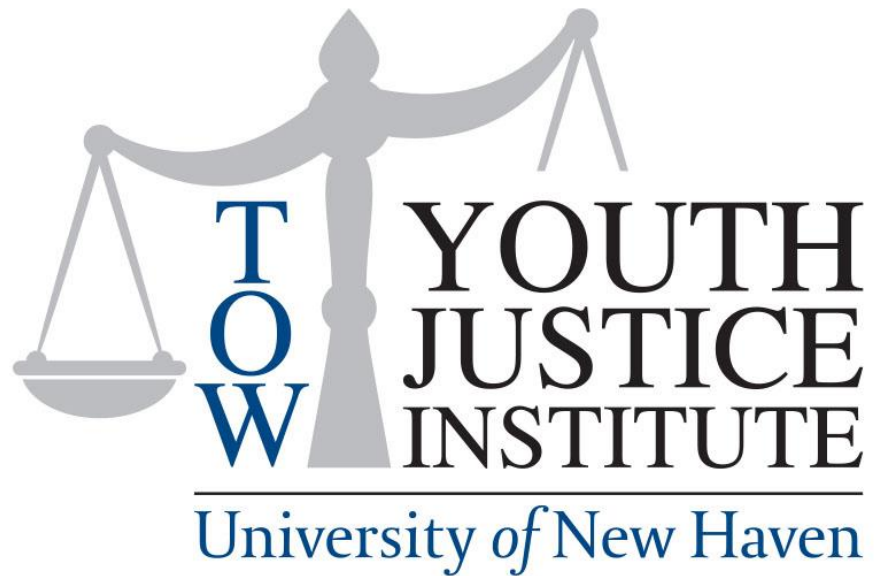
- **2018 Cooperative Agreement, *Achieving Positive Youth Outcomes for Safer and Healthier Communities***
- Divert Youth from the Juvenile Justice System by Appropriately Serving them in the Community
 - Select cumulative performance measures:
 - Number of people trained during the reporting period 662
 - Number of organizations served by TTA 235
- Reduce the disproportionate number of minority youth who come into contact with the juvenile justice system in Bridgeport, Hartford, New Haven, Hamden, Norwalk and Waterbury.
 - Select cumulative performance measures:
 - Number of RED agency policies or procedures created, amended, or rescinded 62
 - Number of RED cross-sector partnerships 348

Goal #3- Assess prevention and intervention approaches focused on justice-involved youth in Connecticut

- Identified 10 Connecticut cities based on RED data examining justice-involvement and school discipline
- Conducted interviews with JRB Leadership and Staff from 9/10 cities
- Forthcoming summaries are focused on:
 - Selecting/Processing/Discharging of Youth
 - Staffing/Future Workforce Considerations
 - Alignment with CYSA Guidelines for Diversionary Practices



Questions?



Presentation of 2021 Work Plans

Workgroup Co-Chairs

Diversion Work Plan 2021

- Subgroups
 - Truancy Subgroup
 - Raising the Minimum Age: School Specific Subgroup
- Related Projects
 - IOYouth Alternatives to Arrest Planning
 - JRB/YSB Pilot

RED Work Plan 2021

- Subgroups
 - School Resource Officer Subgroup
- Workgroup Tasks
 - Consultation with CCLP
 - strategic plan for community engagement
 - toolkit for local RED reduction
 - Pedestrian Stop and Police Use of Force Data Collection

Incarceration Work Plan 2021

- Subgroups
 - Reentry and Wraparound Services Subgroup
- Workgroup Tasks
 - Improving mental health services and conditions of confinement
- Related Projects
 - Alternatives to chemical agents
 - Consolidation of services for pre-trial youth

Community Expertise Work Plan 2021



- Workgroup Tasks
 - Workgroup organization, structure, and strategic planning
 - Community Engagement Events & Trainings for JJPOC Members
 - JJPOC Recommendations for Improvement
 - Surveying Communities
 - JJPOC Orientation

Cross-Agency Data Sharing Work Plan 2021

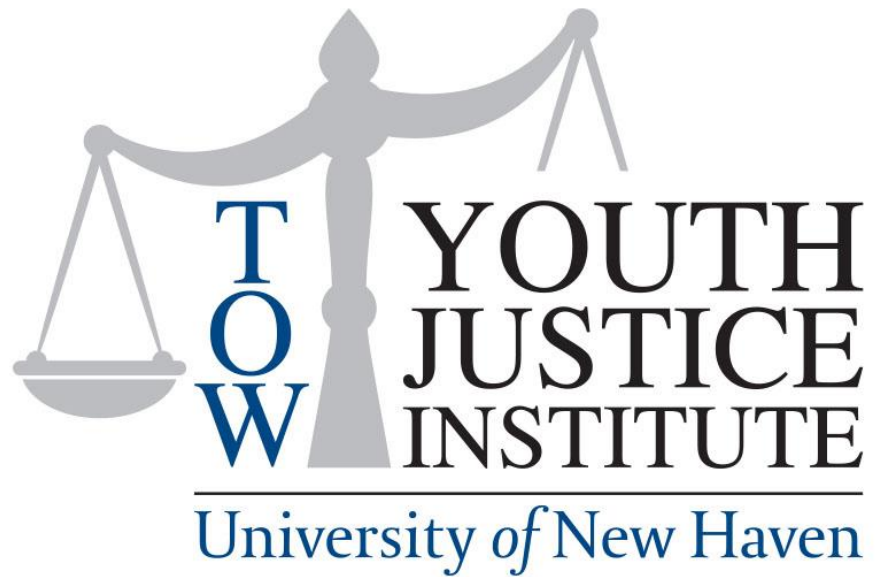


- Workgroup Tasks
 - Data Request Form
 - Development of a Pamphlet/Toolkit for Data Needs
 - Impact of COVID-19 on system data
 - Support JJPOC workgroups
- Related Projects
 - Equity Dashboard

Education Work Plan 2021



- Tasks
 - Strengthen education goals in the updated JJPOC Strategic Plan
- Related Projects
 - 911/211 Data Collection
 - Eliminating Expulsion/Suspension
 - DCF Implementation Team

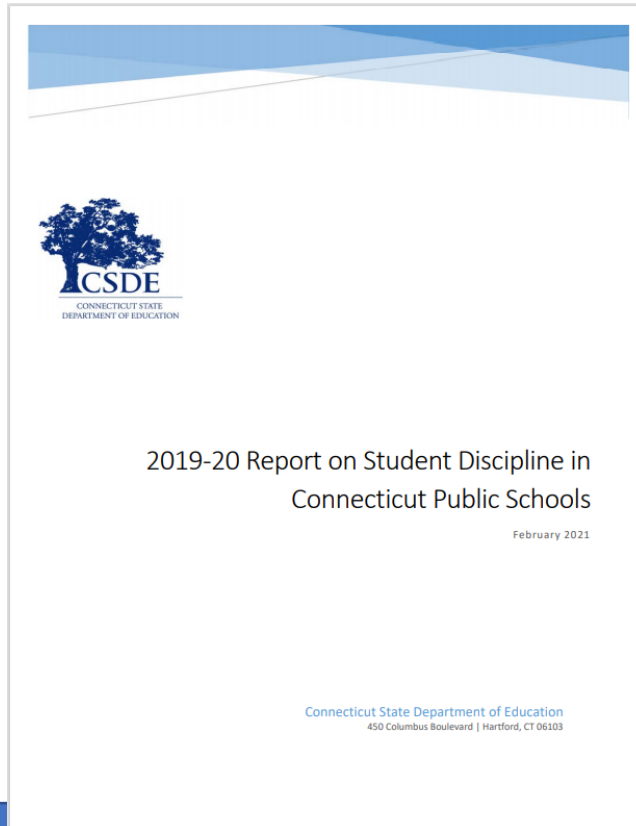


Questions?



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The 2019-20 Report on Student Discipline: Data Trends and Support Strategies

Ajit Gopalakrishnan, Chief Performance Officer

John D. Frassinelli, Division Director

Kimberly Traverso, Education Consultant

Total Incidents and Sanctions are Declining

Table 1: Total Number of Sanctions

Sanction Type	2014-15	2015-16	2016-17	2017-18	2018-19	% Change from 2014-15	2019-20
In-School Suspension	58,638	56,866	53,057	49,667	48,431	-17.4%	30,526
Out-of-School Suspension	37,701	34,415	32,982	31,834	32,681	-13.3%	21,634
Expulsion	849	848	750	797	745	-12.3%	472

- From 2014-15 to 2018-19, the total number of in-school and out-of-school suspensions has declined by 17.4 and 13.3 percent respectively.

Table 2: Incidents by Category

Incident Type	2014-15	2015-16	2016-17	2017-18	2018-19	% Change from 2014-15	2019-20
Violent Crimes Against Persons	478	440	392	483	398	-16.7	314
Sexually Related Behavior	1,367	1,134	1,286	1,329	1,254	-8.3	857
Personally Threatening Behavior	6,592	6,622	6,870	7,208	6,787	3.0	5,623
Theft Related Behaviors	1,758	1,669	1,686	1,312	1,217	-30.8	995
Physical and Verbal Confrontation	12,955	13,862	14,985	14,811	14,976	15.6	12,117
Fighting and Battery	14,486	15,744	16,744	16,952	18,036	24.5	14,831
Property Damage	1,236	1,234	1,529	1,431	1,455	17.7	1,325
Weapons	1,023	920	936	917	801	-21.7	596
Drugs, Alcohol, Tobacco	3,003	2,551	3,098	4,964	5,933	97.6	3,510
School Policy Violations	61,315	56,281	51,879	45,769	43,869	-28.5	29,414

- Incidents coded as school policy violations declined 28.5 percent and now account for 42 percent of all incidents – down from 59 percent in 2014-15.



Disparities by Race/Ethnicity Remain Though Suspension Rates are Declining

Table 4: Suspension Rates by Race/Ethnicity

Race/Ethnicity	2015-16		2016-17		2017-18		2018-19		2019-20	
	Count	%	Count	%	Count	%	Count	%	Count	%
American Indian or Alaska Native	131	7.1%	121	8.4%	117	8.4%	119	8.3%	93	6.6%
Asian	451	1.7%	442	1.6%	501	1.8%	530	1.9%	309	1.1%
Black or African American	11,446	16.2%	10,745	15.2%	9,884	14.3%	9,897	14%	7,157	10.3%
Hispanic/Latino of any race	13,156	10.3%	12,710	9.7%	12,819	9.4%	13,214	9.2%	10,269	6.9%
Native Hawaiian or Other Pacific Islander	23	4.5%	36	6.8%	32	5.8%	34	5.7%	29	5.3%
Two or More Races	1,067	7%	1,080	6.7%	1,248	7%	1,368	7%	1,031	4.9%
White	11,826	3.9%	11,448	3.9%	12,167	4.2%	11,696	4.1%	7,863	2.9%

- Black/African American Students: 1 out of 10 suspended/expelled
- Hispanic/Latino Students: 1 out of 14 suspended/expelled
- White Students: 1 out of 34 suspended/expelled

Summary of Findings

- From 2014-15 to 2018-19 among young children in Grades Pre-K through two, in-school suspensions declined by over 45 percent while out-of-school suspensions declined by over 72 percent
- Black/African American and Hispanic/Latino students who received a suspension or expulsion were involved in more than one incident during the school year at a greater rate than their white peers.

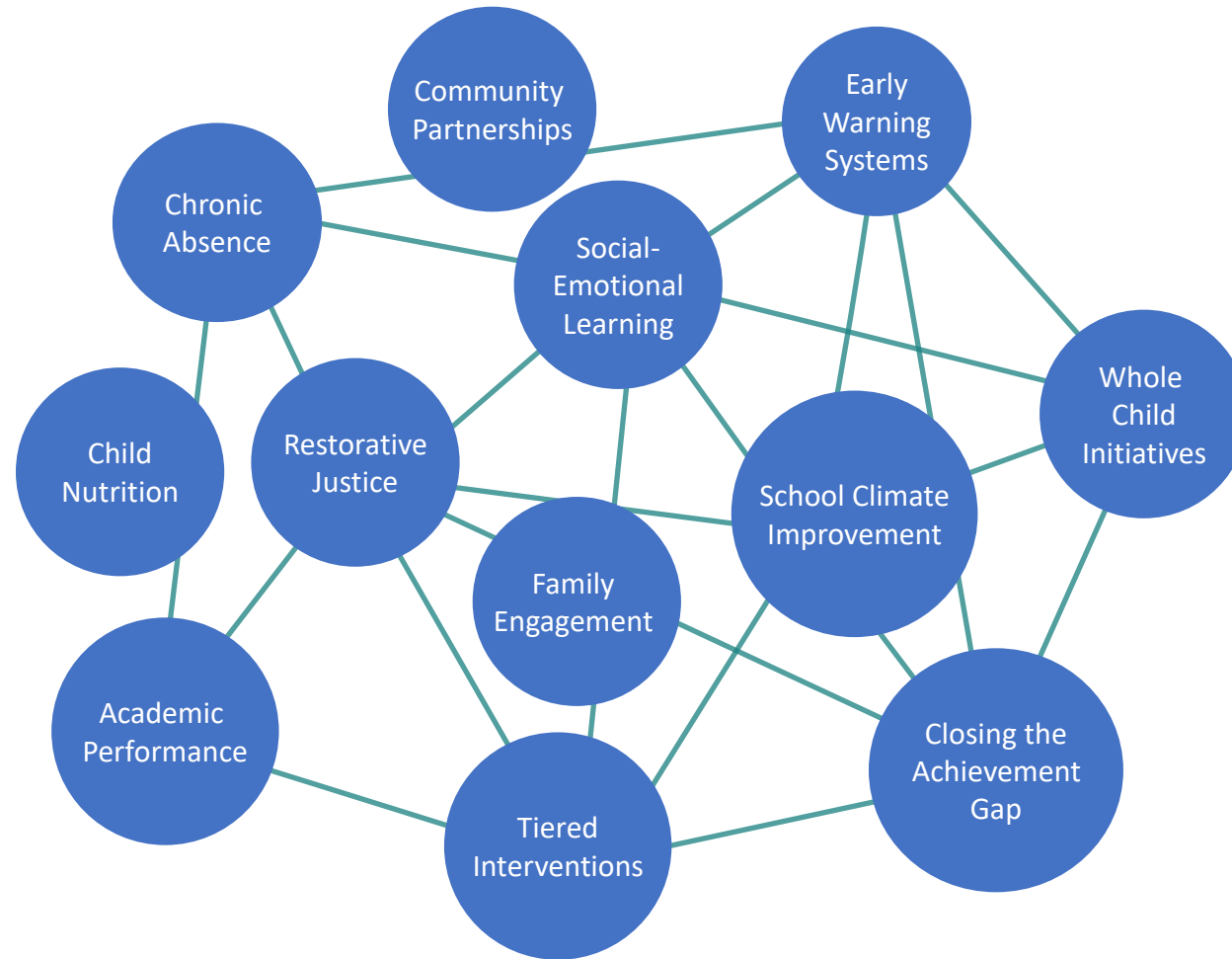


Summary of Findings (continued)

- In three of four cases*, Black/African American and Hispanic/Latino students were more likely to receive a more severe sanction (i.e., OSS or Expulsion) than white students for similar behavior.
 - 1. Fighting/altercation/physical aggression*
 - 2. Knife 2½ Inches or Greater
 - 3. Sexual Harassment*
 - 4. School Policy violations*



Integrating and Coordinating School Discipline and Other School Improvement Efforts



Transforming School Discipline

CSDE Areas of Focus:

1. Data Monitoring and Support Strategies
2. Policy Guidance and Professional Learning
3. Charter Schools and Grades Pre-K to Grade Two Supports
4. Connecticut School Discipline Collaborative
5. Social–Emotional Learning



Data Monitoring and Supports

1. Developing a statewide tiered monitoring and support system for reducing suspension and expulsion
2. Early Indicator Tool - EdSight Secure
3. Indicator 4: Special Education
4. Developing a Delivery System for:
 - School discipline including SEL and behavioral health
 - Trauma-informed practices
5. Expand partnerships and identify school and community-based supports to meet the student behavioral health needs



Policy Guidance and Professional Learning

1. Guidance memoranda regarding high rates of suspensions and expulsions
2. Position Statement on Reducing Disproportionality in Suspensions and Expulsions (Exclusionary Discipline)
3. Policy and practices alignment
4. Alternative education and re-entry programming
5. School climate and restorative practice training in districts
6. Family Engagement
7. Community Partnerships



Grades Pre-K to Grade Two Supports

1. Commissioner memorandum to superintendents
2. Mandatory Webinar: *Ensuring Equity and Excellence - Positive and Effective School Discipline for Preschool, Kindergarten to Grade Two*
3. CSDE collaboration with the Connecticut Office of Early Childhood (OEC)
4. Statewide Workshop: *Enhancing Equity in School Discipline - Practical Strategies and Tools*



Connecticut School Discipline Collaborative

- Connecticut School Discipline Collaborative - advises the Commissioner of Education and State Board of Education on strategies for transforming school discipline to reduce the overall and disproportionate use of exclusionary discipline.
- Stakeholder Engagement - members reflect a diverse range of expertise in the fields of education, public policy, law, youth development and community leadership.
- Incorporation of Youth Voice
- Critical Consciousness for Schools on Racial Justice
- Family Guides on Suspension and Expulsion



Actions on Social-Emotional Learning (SEL)

1. Statewide Landscape Scan
2. Social-Emotional universal and supplemental assessment
3. Social-Emotional Components: Grades 4-12 Habits
4. Social and Emotional Learning in Educator Evaluations
5. CT Learning Hub
6. Webinars and Resources for School Staff and Families
7. School Counseling Guidelines and Position Statement



Key Actions



- School Discipline Collaborative
- Tiered System of Supports
- Equity Series on School Discipline
- Data Monitoring System
- State Board Position Statement
- Family Guides

- Guidance to Superintendents
- Alternative Education Guidance for Expelled Students
- Early Indicator Tool
- Focus on Pre-K-Two
- Technical Assistance for Charter Schools and Opportunity Districts
- School Discipline Protocol
- COVID-19 Addendum 10

- Universal screening and supplement
- Statewide SEL Landscape Scan
- Developing Grades 4-12 Components for SEL Habits
- School Climate and Restorative Practices
- Partnerships for Mental Health, Trauma-Informed Care, SBDI
- Targeted Professional Learning and Supports



District Tiers for State Support

Discipline Tiers Report on EdSight

Districts are grouped into tiers based on the following criteria (see [methodology document](#) for additional information.)

- Tier 4** - Consistently High Suspension Rates (may also have high disproportionality): Overall, black, or Hispanic suspension rate $\geq 15\%$ in 2 recent years.
- Tier 3** - Consistently High Disproportionality: Not in Tier 4 AND either black or Hispanic RRI ≥ 3 in 2 recent years.
- Tier 2** - Consistently Medium Disproportionality: Not in Tiers 4 or 3 AND either black or Hispanic RRI ≥ 2 in 2 recent years.
- Tier 1** - Low Suspension Rate/Disproportionality: All other districts

Please select a value from one or more of the dropdowns and click **Submit**.
Leave District dropdown blank to receive all district and state-level data (state-level data will appear at bottom of report).

Year: Tier: District:

Discipline Tiers Results

2018-19, All Tiers

Your search returned 203 result(s).

[Export .csv file](#)

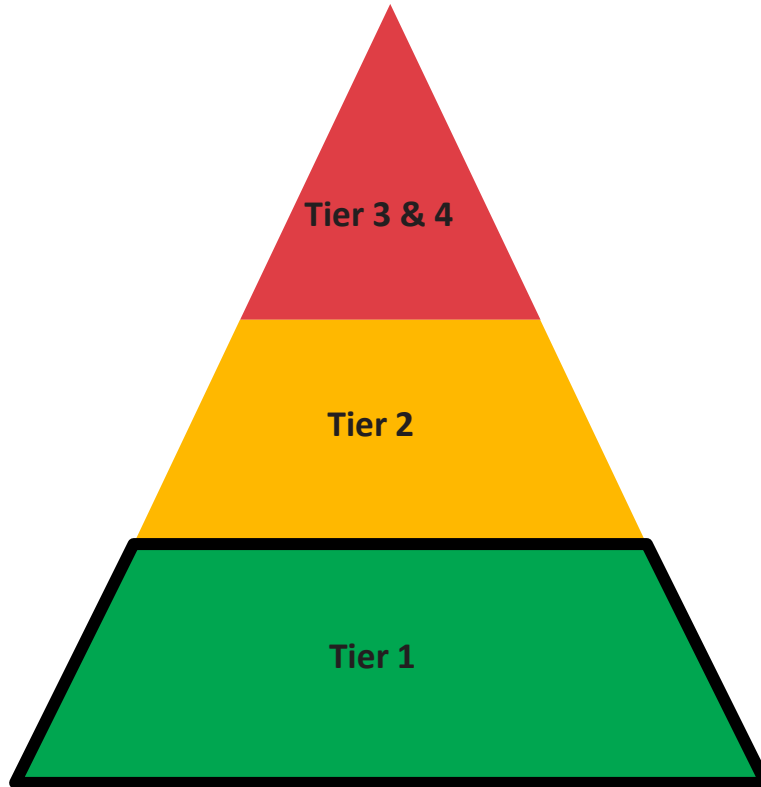
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District Name	Tier	Suspension Rate for Black Students		Suspension Rate for Hispanic Students		Overall Suspension Rate		Relative Risk Index (RRI) for Black Students		Relative Risk Index (RRI) for Hispanic Students	
		2017-18	2018-19	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
	Tier 4	16.7	17.0	12.8	11.6	14.8	14.6	3.9	4.1	3.0	2.8
	Tier 2	13.4	8.0	9.5	9.6	12.1	8.3	3.2	1.9	2.2	2.3
	Tier 4	22.5	18.0	12.4	9.4	19.8	15.0	5.3	4.4	2.9	2.3
	Tier 1	-	-	-	-	1.5	4.0	-	-	-	-
	Tier 4	19.8	23.0	10.4	13.6	10.5	13.9	2.9	2.2	1.5	1.3
	Tier 4	14.6	21.8	16.0	15.6	13.3	16.2	1.7	2.3	1.8	1.6
	Tier 1	-	-	-	-	2.2	3.1	-	-	-	-
	Tier 3	11.4	10.3	4.3	4.5	3.1	2.5	4.1	4.9	1.5	2.2
	Tier 1	-	-	-	-	0.4	-	-	-	-	-
	Tier 4	16.7	18.1	8.3	13.3	3.5	4.8	6.2	5.3	3.1	3.9
	Tier 1	-	-	-	-	0.8	1.6	-	-	-	-
	Tier 1	-	-	-	-	1.1	1.1	-	-	-	-

- A requirement per stipulated resolution in the legal case of “Alicia B.”
- Primary metric is the suspension rate. In light of the pandemic, 2018-19 districts tiers are being used to identify those districts needing support.
 - **Tier 4 - Consistently High Suspension Rates** (may also have high disproportionality): Overall, black, or Hispanic suspension rate $\geq 15\%$ in 2 recent years.
 - **Tier 3 - Consistently High Disproportionality:** Not in Tier 4 AND either black or Hispanic RRI ≥ 3 in 2 recent years.
 - **Tier 2 - Consistently Medium Disproportionality:** Not in Tiers 4 or 3 AND either black or Hispanic RRI ≥ 2 in 2 recent years.
 - **Tier 1 - Low Suspension Rate/Disproportionality:** All other districts



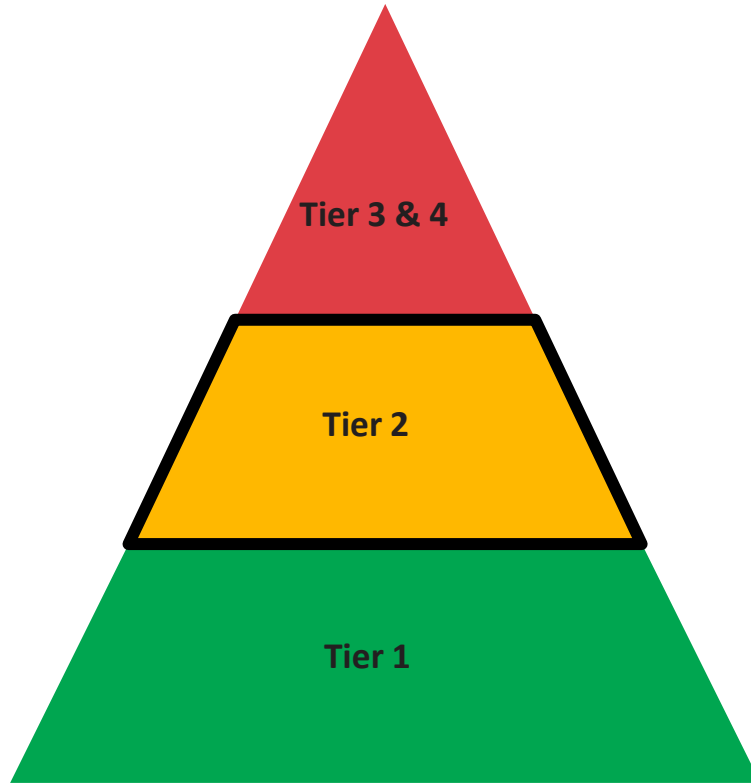
Connecticut's Tiered System of Supports



Tier 1: CSDE Supports - All

- Provide guidance, ongoing training and technical assistance for districts to address concerns, challenges in school discipline and disproportionality
- Provide professional learning and sharing of best practices
- Provide a brief baseline screening self-assessment tool for system effectiveness and to identify strengths and needs
- CSDE School Discipline Protocol-belief, policies, practices, data, and structures
- Assess current interventions for fidelity of implementation and alignment to other initiatives (school climate, equity, social-emotional-behavioral, family engagement, mental health).

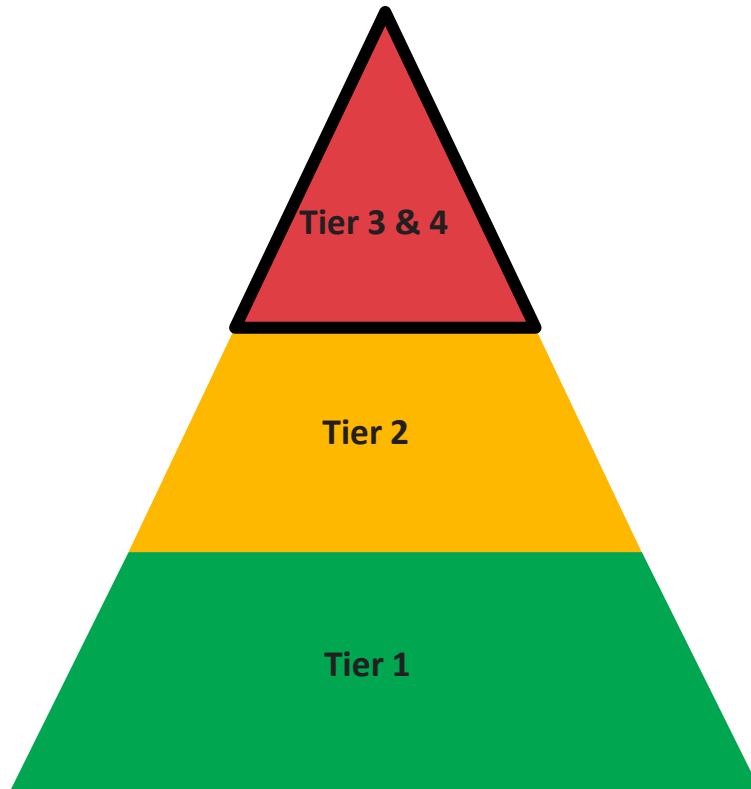
Connecticut's Tiered System of Supports



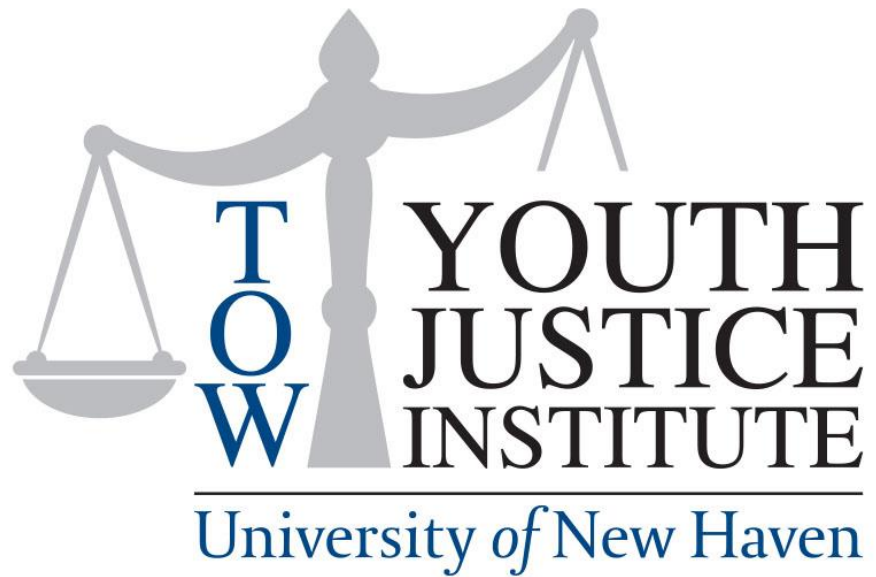
Tier 2: CSDE Supports - *Some*

- Continue to utilize data to drive actions and monitor progress toward improvement and using the supports identified in Tier 1 to ensure districts are on target
- Targeted professional learning and technical assistance with Tier 1 supports as determined by the district's self-assessment, implementation fidelity and resource mapping

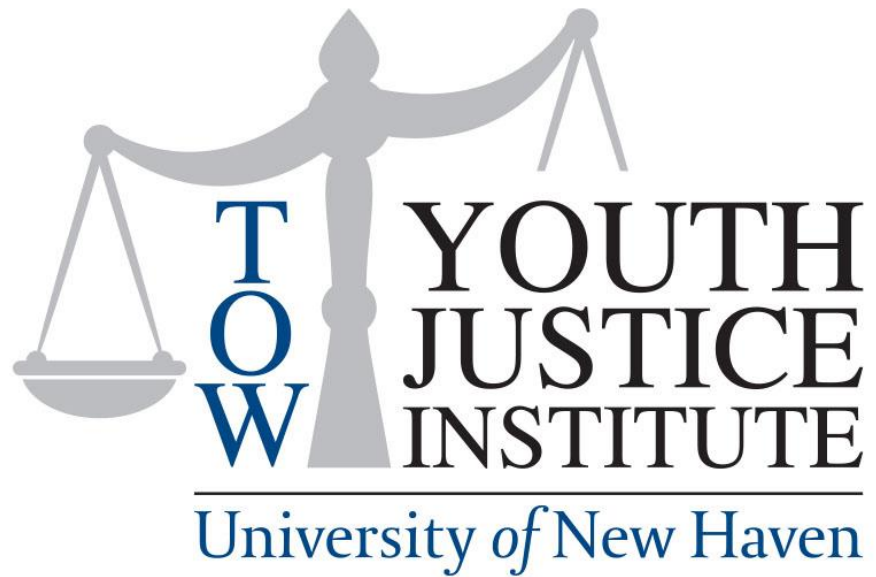
Connecticut's Tiered System of Supports



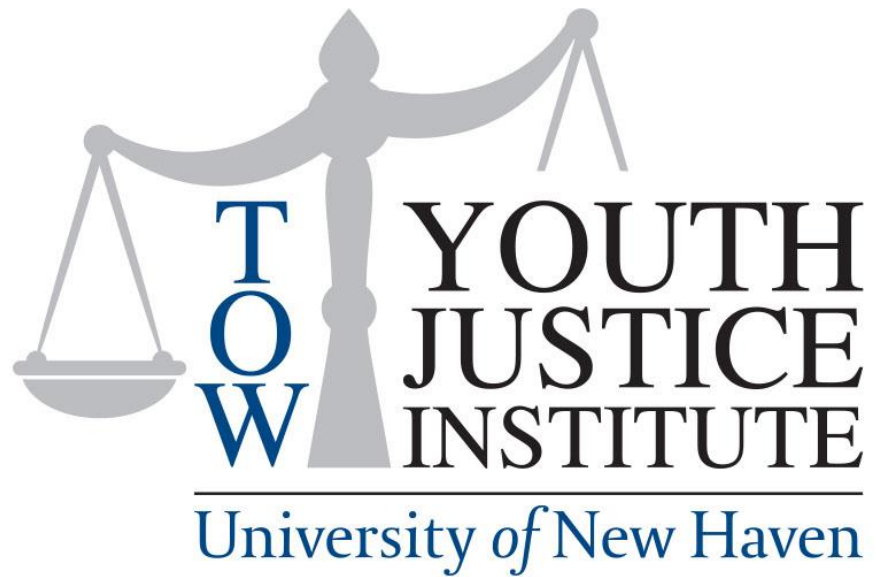
- Tier 3 and 4: CSDE Supports - Few
- Establish Community of Practice (CoP)- quarterly progress monitoring, sharing of practices and challenges
- Provide individual coaching sessions for school districts
- Continued professional learning from Tiers 1 and 2 and added individualized support and targeted professional learning
- Assess utilization of existing funding sources and resources to direct focus on reducing exclusionary discipline
- Employ cross-agency collaboration to align supports for Charter Schools, Alliance Districts, Magnet Schools and Alternative Education Programs for continuous improvement



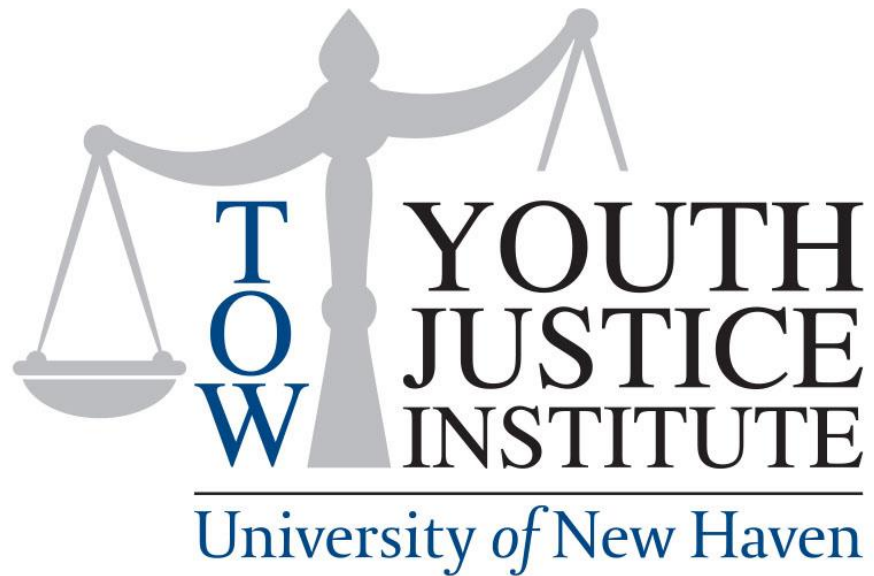
Questions?



Update on JJPOC Bill



Discussion



Next JJPOC Meeting
May 20th, 2021
2:00-3:30 PM